

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Pantysgallog Primary School
Pantysgallog
Dowlais
Merthyr Tydfil
CF48 2AD**

School Number: 6752015

Date of Inspection: 12th May 2008

by

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Pantysgallog Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pantysgallog Primary School took place between 12/05/08 and 14/05/08. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

KS1	Year 1 and Year 2
KS2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary

The following proportions are used in this report:

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= 20%
very few	= less than 10%

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Context

The nature of the provider

1. Pantysgallog Primary School provides education for pupils between 3 and 11 years of age. It serves the village of Pantysgallog and the outer areas of the nearby large town of Merthyr Tydfil. It is administered by Merthyr Tydfil Unitary Authority (UA). The accommodation is relatively new, being built in 1989 to an open plan design, and has been modified significantly since then to create clearly defined classroom areas. The school describes the area it serves to be generally disadvantaged with approximately 25% of residents relatively prosperous and 75% economically disadvantaged.
2. Currently there are 212 full-time pupils on roll from reception to Year 6 as well as 20 full-time and 16 part-time nursery children, making a full-time equivalent of 240. There are very few pupils from ethnic minorities. English is the predominant home language of nearly all pupils with four receiving support for English as an additional language (EAL). None of the pupils in the school speaks Welsh as a first language and English is the predominant language.
3. The annual intake covers the full ability range and many children enter the school with low levels of skills. Around 28% of pupils receive free school meals, which is above the all-Wales national average of 17.5% and similar to the local UA average. There are 76 pupils (36%) with some form of special educational need (SEN), including 74 on school action and two on school action plus. There are no pupils with a formal statement for SEN. All pupils follow the National Curriculum (NC).
4. There are no 'looked after' children within the school at present. Two pupils have been excluded in the past year.
5. There are nine classes with eight full-time teachers, including the headteacher and five part-time teachers. There are one full-time and four part-time learning support assistants (LSAs) and one full-time and one part-time school administrative assistants.
6. The school was previously inspected in spring 2002. Since then the number on roll has declined by around 100 pupils. A community centre, being built within the school grounds, is nearing completion.

The school's priorities and targets

The school's mission statement:

Only my best is good enough for me.

School aims are to:

- provide a broad, balanced, differentiated and stimulating curriculum that operates in an atmosphere in which pupils are happy and confident;
- enable pupils to develop to their full potential and allow each one the opportunity of experiencing success;

- provide opportunities within our teaching which will develop speaking, listening, reading, writing, numeracy and information and communications technology (ICT) skills in all our pupils, which will subsequently support each pupil's learning across the curriculum;
- raise pupil's awareness of issues which are prevalent within our multi-cultural society;
- develop our pupils' moral values, including tolerance, honesty, sincerity and compassion;
- develop pupils' aesthetic sense of awareness by providing rich and varied materials, situations and experiences;
- foster a sense of love for music in every pupil by affording many and varied musical opportunities;
- broaden the horizons of pupils by supplementing the curriculum with extra activities;
- work with pupils to utilise and further develop the wonderful environment that surrounds the school;
- value every child for the contribution that they make to the life of the school;
- create a healthy school, where children are aware of the benefit of healthy eating and regular exercise;
- develop forums which allow the children to have an influence and responsibility within school life; and
- develop a curriculum which places greater development on thinking skills.

The school's targets in the school development plan (SDP) for 2007-2008 are to:

- continue to develop the performance management process at the school;
- continue to raise standards in the core curriculum;
- continue to build upon success following the renewal of the Basic Skills Award;
- continue the development of Pantysgallog as a healthy school;
- raise the profile and standard of narrative writing throughout the school;
- build on the standards achieved in information technology and to adapt to current trends in local developments;
- continue in our efforts to achieve a sense of pride in our school by giving the children a real voice in the running of the school;
- continue efforts to develop thinking skills at Pantysgallog;
- provide quality physical education and sport opportunities that raise standards of achievement;
- continue to raise standards in mathematics;
- prepare for the implementation of the Foundation Phase; and
- raise the standards of key skills at the school.

Summary

7. Pantysgallog Primary is a friendly, inclusive school where all pupils are valued and encouraged to do their best. It is well led by its enthusiastic headteacher, whose high aspirations for the school are highly influential in raising expectations of staff and pupils. Overall, it has many good features and no important shortcomings. Standards in the six subjects inspected have either been maintained or improved since the previous inspection.

Table of grades awarded

Key question	Grade
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	2
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	2

8. The inspection team agreed with five of the school's grades for the seven key questions. Where judgements differed in Key Questions 3 and 6, the team awarded a lower grade compared with the grades given by the school, as overall there were insufficient outstanding features in Key Question 3 and good features outweighed shortcomings in Key Question 6.

Standards

9. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	83%	14%	0%	0%

10. Standards achieved in lessons are above the figures quoted in Her Majesty's Chief Inspector's (HMCI) latest annual report for 2006-7, where nationally they are Grade 2 or better in 80% of lessons, but they are below the 10% nationally at Grade 1. The percentages are also above the 2010 target that the quality of learning should be Grade 3 or better in 98% of lessons.
11. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Standards in the six areas of learning:

Areas of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

Standards in subjects inspected:

Subjects	KS1	KS2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

12. Pupils, including those with SEN and EAL, achieve good standards in knowledge, understanding and skills and reach agreed targets and goals. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds.
13. When the 2007 core subject indicator (CSI) for KS1 (pupils attaining at least level two in English, mathematics and science) is compared with local and Welsh national figures, it is above average. When compared with similar schools over the past three years, namely those with a similar free school meal entitlement of between 24% and 32%, it fluctuates considerably and in 2007, it was in the top 25%.
14. When the 2007 CSI for KS2 (pupils attaining at least level 4 in English, mathematics and science together) is compared with local and Welsh national figures, it is below the county and all-Wales figures. When compared with similar schools over the last three years, it has fluctuated and has been either in the upper or lower 50%, being in the lower in 2007.
15. Pupil tracking data indicates that these fluctuations in KS1 and KS2 assessments are due to ability levels of cohorts differing significantly from year to year.
16. Girls attain significantly better than boys throughout the school, but it endeavours to improve boys' attainment by promoting positive attitudes in their learning through a range of interesting activities.
17. Learners generally use key skills effectively in their learning. The under-fives and pupils in both key stages make very good progress in the key skills of listening across the curriculum. The consistently attentive yet dynamic way they pay attention to introductions in lessons is an outstanding feature. They read well, speak clearly with good intonation, and a few older ones in KS2 often conduct conversations in a mature manner. In both key stages, good features outweigh shortcomings in writing as pupils at times do not extend

sentences or develop their ideas sufficiently, such as in history. There are good features and no important shortcomings in the development of pupils' key skills in numeracy and ICT. Their creative and problem-solving skills also develop well through a wide and varied range of activities.

18. Good features outweigh shortcomings in pupils' bilingual competence across the curriculum. Nearly all pupils are keen to exchange greetings in Welsh, use the language during set times such as registration, and usually understand the occasional word of praise or command given by teachers. However, a minority do not sustain a simple conversation beyond these limits.
19. Pupils have positive attitudes to learning, work productively and make appropriate progress towards the next stages of their learning. They generally acquire new knowledge and understand what they are doing, but, they seldom review their own progress through self assessment to inform their own learning.
20. Pupils are generally well behaved, considerate and courteous. In discussions, pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is promoted, recognised and rewarded regularly. They say bullying is not usually a problem and they are aware of what to do should it occur.
21. Procedures for identifying and dealing with pupils with poor levels of attendance lack rigor and urgency. The level of attendance for the last three full school terms averaged just below 91% which is lower than the UA and national averages for all schools and also below the average for similar schools. With the exception of a small number of pupils who frequently arrive late, punctuality is good.
22. Pupils make good progress in developing their spiritual, moral, social and wider skills. The positive relationships between pupils and adults help pupils become secure and confident in their learning. They respect the views of others and accept that people from all groups have equal rights.
23. They are sensitive to the needs of others and the need to care for those that are less fortunate. Nearly all pupils show an awareness of the diversity of beliefs, religions and cultures present in today's society. Overall, pupils show fair play and consideration for others and have good moral values.

The quality of education and training

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	76%	15%	0%	0%

25. These figures compare closely with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be Grade 2 or above in 80% in lessons. The percentage of lessons awarded Grade 1 is below the 14% nationally. The percentages are an improvement on those in the previous inspection and exceed the WAG 2010 target for 80% teaching to be Grade 2 or better.

26. Throughout the school, staff have outstanding relationships with pupils with high expectations of behaviour and learning.
27. The best lessons observed include the following outstanding features:
 - exceptionally lively pace and very effective use of multi-media presentations, to stimulate and engage pupils in their learning.
28. Good features in lessons include:
 - clear aims and objectives;
 - effective praise and encouragement to motivate pupils; and
 - well planned, varied work catering for all abilities.
29. Shortcomings in a few lessons include insufficient monitoring and evaluation of pupils' progress as they work;
30. The quality of teaching for more able pupils and those with SEN and EAL is good with work appropriately matched to their needs.
31. Good features outweigh shortcomings in the rigour of assessment and its use in planning and improving pupils' learning. Their progress in class is assessed in order to check their understanding and move them on to the next stage of learning, however, pupils are on occasions uncertain about how well they are doing because marking and comments in their books do not always make this clear. Pupils also do not understand fully the purpose of assessment because they are not sufficiently involved in assessing their own learning strategies and reflecting on their work to see how it can be improved.
32. The school meets statutory requirements for recording and accrediting pupils' achievements. Arrangements for standardisation and moderation to strengthen the accuracy of teacher assessment are adequate. The school assesses pupils' achievements and progress fairly, accurately and regularly through levelling individual pieces of work against the standards in the NC in English, mathematics and science. There is some inconsistency among classes about how and when this is done.
33. The school succeeds in providing a stimulating curriculum that meets the needs of all pupils and the wider community well, and is equally accessible to all. In general, learning experiences are organised, planned and structured carefully to ensure a broad and balanced curriculum. Homework provision extends the curriculum sufficiently, with projects closely linked to class work.
34. An outstanding feature of the provision is the wide range of extra-curricular activities offered, which broaden and enrich pupils' experiences significantly. Learning experiences promote pupils' spiritual, moral, social and cultural development well. Collective worship provides good guidance on moral issues. The school promotes cultural development well through a range of educational visits. The school has a clear Welsh ethos and the Cwricwlwm Cymreig is promoted appropriately in many areas of the school's work, including history, geography and art.
35. The school's partnership with parents, other schools, specialist services and the community is one of the strengths of the school and there are good

- opportunities to broaden and enrich pupils' work related education through the personal and social education (PSE) programme,
36. Support arrangements are well planned and managed and pupils are well cared for, guided and supported, which contribute suitably to their well being. Topics related to health education are contained within the school's PSE programme and are reinforced by the effective promotion of health related issues. The school expects pupils to attend regularly and punctually and the system for recording attendance is generally adequate, but attendance figures remain below the national average.
 37. The school has high expectations of good standards of behaviour and has effective measures for dealing with bullying or inappropriate behaviour. Risk assessments are undertaken and appropriately documented.
 38. Provision for pupils with SEN, including pupils with medical conditions, is good and they make good progress in relation to their abilities.

Leadership and management

39. The clearly understood aims, targets and shared values among staff, parents and pupils are reflected very well in the life and work of the school and provide a good foundation for improvement and promotion of equality for all.
40. The headteacher's leadership and management of the school are good. He provides a very positive, caring leadership and has high aspirations for the school and is ably supported by the assistant headteacher and the school management team (SMT).
41. Subject leaders have a wide range of responsibilities, which they implement productively on the whole. Realistic, and on occasions, challenging targets, set out in the school development plan (SDP), provide a strategic direction for improving standards and the quality of provision.
42. The governing body (GB) has a close involvement in the life of the school and is well aware of the importance of its role in supporting the well-being of pupils and contributing to the school's strategic direction. Their monitoring of the quality of provision to match the needs of the school is good.
43. There is a clear emphasis by the school in maintaining and improving standards. This is evident from the information contained in its first endeavour to collate an adequate self-evaluation report, which provides an overview of the school's values and strengths as well as areas where improvements need to be made.
44. Arrangements are in place for the self-evaluation report to inform future priorities in the next SDP, to provide an increasingly coherent approach to school evaluation and improvement. Subject leaders evaluate formally the quality of provision and standards in the subjects for which they are responsible, but the process to use this information to implement effective strategies that are likely to bring about the desired improvements lacks rigour.
45. Pupils are well supported by a sufficient number of well-qualified and experienced teachers and learning support assistants (LSA), who have the knowledge and expertise to teach all aspects of the curriculum effectively. The

school clerks undertake their duties efficiently and help greatly in the smooth running of the school. The school is extremely well equipped, with a wide range of resources to support the curriculum in all year groups. Effective use is made of the accommodation, and attractive and informative displays are used purposefully as teaching and learning resources.

46. Finances are well managed to achieve good value for money, and resources, including staffing, are under constant review to improve economy and efficiency. The school has addressed most of the key issues from the previous inspection report well with improvements made in design technology (DT), mathematics, behaviour and writing reports. However, there is insufficient progress in the quality of assessment and some aspects of music, such as the development of composing and performing.

Recommendations

The school needs to:

- R1** raise standards in music in KS1 and KS2.
- R2** improve the effectiveness of leaders and managers in monitoring, evaluating and taking action in their areas of responsibility;
- R3** ensure consistency in teachers' assessment of learning outcomes;
- R4** involve pupils more in self- assessment, including reviewing their own progress; and
- R5** improve attendance figures.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
48. In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	83%	14%	0%	0%

49. Standards achieved in lessons are above the figures quoted in HMCI latest annual report for 2006-7, where nationally they are Grade 2 or better in 80% of lessons, but they are below the 10% nationally at Grade 1. The percentages are also above the 2010 target that the quality of learning should be Grade 3 or better in 98% of lessons.
50. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Standards in the six areas of learning:

Areas of Learning	Nursery	Reception
Language, literacy and communication skills	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

Standards in subjects inspected:

	KS1	KS2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

51. Pupils, including those with SEN and EAL, achieve good standards in their knowledge, understanding and skills and reach agreed targets and goals. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds.
52. When the 2007 CSI for KS1 (pupils attaining at least level two in English, mathematics and science) is compared with local and Welsh national figures, it is above average. When compared with similar schools over the past three years, namely those with a similar free school meal entitlement of between 24% and 32%, it fluctuates considerably and in 2007, it was in the top 25%.

53. When the 2007 CSI for KS2 (pupils attaining at least level 4 in all of English, mathematics and science) is compared with local and Welsh national figures, it is below the county and all-Wales figures. When compared with similar schools over the last three years, it has fluctuated to be either in the upper or lower 50%, being in the lower in 2007.
54. Pupil progress tracking data indicates that these fluctuations in KS1 and KS2 assessments are due to ability levels of cohorts differing significantly from year to year.
55. Girls attain significantly better than boys throughout the school, but it endeavours to improve boys' attainment by promoting positive attitudes in their learning through a range of interesting and robust activities
56. Learners generally use key skills effectively in their learning. The under-fives and pupils in both key stages make very good progress in the key skills of listening across the curriculum. The consistently attentive yet dynamic way they pay attention to introductions in lessons is an outstanding feature. They read well, speak clearly with good intonation, and a few older ones in KS2 often conduct conversations in a mature manner. In both key stages, good features outweigh shortcomings in writing as pupils do not extend sentences or develop their ideas sufficiently. There are good features and no important shortcomings in the development of pupils' key skills in numeracy and ICT. Their creative and problem-solving skills also develop well through a wide and varied range of activities.
57. Good features outweigh shortcomings in pupils' bilingual competence across the curriculum. Nearly all pupils are keen to exchange greetings in Welsh, use the language during set times, such as registration, and usually understand the occasional word of praise or command given by teachers. However, a minority do not sustain a simple conversation beyond these limits.
58. Most pupils in KS1 and KS2 are motivated, work productively and make good progress towards the next stages of their learning. They generally acquire new knowledge and understand what they are doing, but seldom review their own progress through self assessment to inform their own learning.
59. Pupils have positive attitudes to learning, show a good interest in their work and nearly all pupils maintain concentration in lessons. They are well motivated and show enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school.
60. Pupils are generally well behaved, considerate and courteous. This contributes positively and constructively to the quality of life in the school. They demonstrate respect for each other, members of staff and the school environment. Pupils enter and move around the school in a quiet, orderly and purposeful manner, settling into their classrooms quickly. Their developing self-confidence helps them take an increasing degree of responsibility for their own attitudes and behaviour.
61. In discussions, pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is promoted, recognised and rewarded regularly. They say bullying is not usually a problem and they are aware of what to do should it occur. There are few recorded reports of recent

- incidents of bullying or inappropriate behaviour, with two temporary exclusions during the last year.
62. The level of attendance for the last three full school terms averaged just below 91%. This is below the UA and national averages for all schools and also below the average for similar schools.
 63. A number of parents take their children on holiday during term time, causing pupils to miss valuable learning time. Although the school discourages this practice, holidays taken in term time, parental condoned absence and pupil sickness are the three main causes of pupil absence. There are no significant or unexplained variations in attendance levels across the school, however, a significant number of pupils are absent during the latter part of the summer term.
 64. With the exception of a small number of pupils who frequently arrive late, punctuality is good at the start of, and throughout, the school day allowing lessons to start promptly without delay or disruption. The school takes appropriate account of National Assembly of Wales Circular 47/2006.
 65. Pupils take advantage of the good opportunities to work individually, in pairs and co-operatively as part of a group. They increasingly develop their decision-making, problem-solving and team skills.
 66. Pupils make good progress in developing their spiritual, moral, social and wider skills. The positive relationships between pupils and adults helps pupils become secure and confident in their learning. Through the active school council, pupils develop a good understanding of the democratic process of elections and how to improve the school community. They respect the views of others and accept that people from all groups have equal rights.
 67. Pupils support a number of charities enthusiastically. They are sensitive to the needs of others and the need to care for those that are less fortunate. Taken together, these involvements successfully promote pupils' positive attitudes to local and world citizenship and develop their understanding of right and wrong.
 68. Pupils show a good awareness of the diversity of beliefs, religions and cultures present in today's society. During discussion, they adopt mature attitudes and recognise the need to treat everyone fairly and without any form of discrimination. Overall, pupils show fair play and consideration for others and have good moral values.
 69. Pupils' knowledge and understanding of the workplace and the local community is generally commensurate with their age. In lessons, they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in many community activities is actively and enthusiastically encouraged. An outstanding number of parents and grandparents come into school regularly to help with school activities such as reading. Community links are reinforced through initiatives and numerous clubs held at the school.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team match the grade awarded by the school in its self-evaluation report. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	76%	15%	0%	0%

71. These figures compare closely with the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be Grade 2 or above in 80% in lessons. The percentage of lessons awarded Grade 1 is below the 14% nationally. The percentages are an improvement on those in the previous inspection and exceed the WAG 2010 target for 80% teaching to be Grade 2 or better.
72. Throughout the school, staff know pupils well and have outstanding relationships that foster learning very effectively and promote equality particularly well, irrespective of race, gender or disability. They have high expectations of their behaviour.
73. The best lessons observed include the following outstanding features:
- exceptionally lively pace and very effective use of presentations on interactive whiteboards to stimulate and engage pupils in their learning.
 - particularly efficient and effective use of time.
74. Good features in lessons include:
- clear aims and objectives;
 - a high level of subject knowledge skilfully delivered to pupils;
 - well-formulated instructions and prompts to guide pupils through the various stages of the lesson;
 - appropriate adult intervention and support for pupils;
 - effective praise and encouragement to motivate pupils;
 - good opportunities for pupils to share, reflect upon and celebrate their achievements; and
 - well-planned, varied work catering for all abilities.
75. Shortcomings in a few lessons include:
- adult helpers are deployed passively during a very few overlong introductions to lessons; and
 - insufficient monitoring and evaluation of pupils' progress as they work;
76. The quality of teaching for more able pupils and those with SEN and EAL is good overall with work appropriately matched to their needs, but this is variable in mixed age classes.

77. There is appropriate emphasis on bilingualism. Welsh is introduced to children under five where good practice is evident in oral incidental Welsh, such as in mathematical development where they count confidently up to 10 in both Welsh and English. Overall, teachers in KS1 and KS2 make good efforts to use bilingual words and phrases during the course of lessons and when issuing instructions.
78. Good features outweigh shortcomings in the rigour of assessment and its use in planning and improving pupils' learning. Their progress in class is assessed in order to check their understanding and move them on to the next stage of learning, however, pupils are on occasions uncertain about how well they are doing because marking and comments in their books do not always make this clear. Pupils also do not understand fully the purpose of assessment because they are not sufficiently involved in assessing their own learning and reflecting on their work to see how it can be improved.
79. The school meets statutory requirements for recording and accrediting pupils' achievements. Arrangements for standardisation and moderation to strengthen the accuracy of teacher assessment are adequate. The school assesses pupils' achievements and progress fairly, accurately and regularly through levelling individual pieces of work against the standards in the NC in English, mathematics and science. There is some inconsistency among classes about how and when this is done.
80. The school also uses published testing materials to review and monitor pupils' progress and these are marked correctly and retained for information. Teachers predict with a reasonable degree of accuracy the levels of attainment that pupils will achieve in Y2 and Y6 assessments.
81. The school uses data appropriately to discover whether pupils are doing as well as might be expected year on year. It makes useful comparisons between baseline assessments, annual tests and end of key stage assessments to check pupils' progress.
82. The school makes suitable arrangements to inform those with a legitimate interest about pupils' progress and achievements. Transfer records between reception and Y1, Y2 to Y3 and information provided on pupils transferring to high school is comprehensive.
83. Systems for recording assessment and pupils' personal information vary between classes in both quality and quantity. Information on individual pupils' achievements does not easily enable teachers of a new class to set effective or challenging targets for individuals or groups.
84. Reports to parents are informative and indicate the way forward. Parents are given two opportunities every year to meet their child's teacher to discuss progress.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. The quality of the learning experiences

- provided for pupils is good, but there are insufficient outstanding features for awarding this key question a Grade 1.
86. One of the school's aims is to provide a broad, balanced and stimulating curriculum that operates in an atmosphere in which pupils are happy and confident. The school succeeds in achieving this aim. It ensures that the curriculum meets the needs of all pupils and the wider community well, and is equally accessible to all. The curriculum meets legal and course requirements fully.
 87. In the curriculum for the under-fives, the detailed timetable ensures that all Desirable Outcomes for Children's Learning are covered. There are effective links between activities in the six areas of learning. Planning for the under-fives and KS1 is being adapted appropriately to cater for the introduction of the Foundation Phase. Provision for more able pupils and those with SEN and EAL is good.
 88. In KS1 and KS2, learning experiences are generally well-planned and structured carefully to ensure breadth, balance, coherence, continuity and progression. However, in mixed-age classes, teachers do not always match work carefully to meet the needs of pupils of different ages, and ensure that there is appropriate progression from earlier learning.
 89. A range of appropriate policies for all NC subjects, religious education and the under-fives has been developed. They are concise documents, which form a solid basis for curriculum management. Schemes of work are good, with advisory service schemes and other commercial schemes used as a basis for teaching and learning. On the whole, these have been suitably adapted to cater for the particular needs of the school. The effective use of initiatives, such as a reading programme to support pupils with their reading works well.
 90. Opportunities to develop pupils' basic and key skills are clearly indicated in the school's planning, and teachers promote the majority of these skills effectively. Planning for pupils' development in communication skills, numeracy, problem-solving and creative skills has good features, but on occasions there is inconsistency in the progression of incidental Welsh. Provision for PSE is carefully incorporated into the curriculum and meets requirements.
 91. An outstanding feature of the provision is the wide range of extra-curricular activities offered, which broaden and enrich pupils' experiences significantly. Clubs include sports activities, choir, computers, cycling and gardening, and are well attended. Y5 and Y6 pupils benefit greatly from residential courses, and a minority of pupils take advantage of music tuition by peripatetic instrumental teachers. Visits by pupils of all ages to places of educational interest, such as Cilfynydd Water Treatment Works and the Rhondda Heritage Park, promote the learning of new skills effectively.
 92. Learning experiences promote pupils' spiritual, moral, social and cultural development well. Collective worship provides good guidance on moral issues, and time is allowed during assemblies to reflect and develop spiritual awareness. The prominence given to issues such as tolerance and kindness is a notable feature of the provision.
 93. Pupils' awareness of the outside world is developed well through their participation in community events. The school has a good working involvement

- in the Healthy Schools initiative, and pupils' healthy development is enhanced through the sale of fruit at break times and the successful breakfast and cycling clubs.
94. The school promotes cultural development well through a range of educational visits, for example, to museums and through various subjects. The school has a clear Welsh ethos and the Cwricwlwm Cymreig is promoted appropriately in many areas of the school's work, including history, geography and art.
 95. The school's partnership with parents, other schools and the community is one of the strengths of the school. Visitors from the community, such as a theatre company, family members and authors enhance the curriculum in an outstanding way. The close links with the school nurse, local police officers and other members of the community provide pupils with a range of valuable experiences. Homework provision also extends the curriculum sufficiently, with projects closely linked to class work.
 96. Parents are most supportive of the school. They provide valuable help in classes on a regular basis and raise a great deal of money for the school. They are well informed about activities through regular newsletters. The small number who attend courses run by the school on various aspects of the curriculum are most appreciative of the provision. They view the courses as a positive means of raising standards and enhancing home-school agreements. The majority have also signed a home-school agreement.
 97. The school has close links with other primary schools in the area and with the local secondary school. It works closely with local colleges, and pupils benefit from the ideas of students on placement in the school. Productive links exist with a Chicago primary school and schools in Australia and Italy, and these increase pupils' awareness of global citizenship effectively.
 98. There are good opportunities to broaden and enrich pupils' work-related education. These are successfully developed through the PSE programme, visits to local industry and businesses and visitors, including those from local employers. Although no teacher has undertaken industrial placements the school has very good sponsorship links with several local employers who support the school well.
 99. In general, strategies for encouraging bilingualism are effective in promoting pupils' Welsh identity. For example, pupils see Welsh around the school, conduct registration through the medium of Welsh and occasionally sing Welsh hymns in collective worship.
 100. The school strongly promotes equality of access to everything it offers and has high expectations of all its pupils. Any incident of stereotyping is promptly and appropriately challenged. Policies for promoting and practising equal opportunity, equality of access and racial equality are formally adopted and consistently implemented throughout the school.
 101. The school ensures that social differences do not affect pupils' progress or standards. No pupil is barred from any of the school's activities or clubs.
 102. The school has a policy for sustainable development and pupils are encouraged to be more involved in practical aspects of sustainability.

103. Pupils are involved with paper recycling and are encouraged to adopt healthy lifestyles. Through the curriculum, pupils are increasing their understanding and appreciation of sustainable development, but this continues to develop. The recently formed ECO committee is working towards the Bronze award.
104. The promotion of pupils' knowledge and understanding of global citizenship is developed well through subjects, such as geography and religious education, assembly topics, supporting international charities and establishing links with staff in several schools abroad.
105. There are a few opportunities to develop pupils' entrepreneurial skills, but provision for pupils to buy, sell and market products is limited.
106. As they move through the school, pupils are encouraged to be involved actively with community based activities.
107. Parent classes in mathematics and computing and the language and play sessions for parents with very young children have been well received and generally well attended.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
109. Support arrangements are well-planned and managed and pupils are well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment. Nearly all parents consider pupils are happy in school, and they are satisfied with the help and guidance provided for their children.
110. Teachers identify and react constructively to each pupil's individual non academic needs and the deployment of the available support staff is organised to meet these needs and requirements. A wide range of external support services and agencies is used extensively and effectively.
111. Relationships between pupils, staff, parents and members of the local community are strong and constructive. The school has an 'open door' policy and parents are invited to attend two formal parents' meetings per year to discuss their child's progress and any other matter related to their education. An outstanding number of parents and grandparents help with school activities on a regular basis. The very supportive parent teacher association (PTA) raises valuable funds for the school. The school has a good home-school agreement for its pupils.
112. Overall, the school's involvement with local employers has been beneficial to the school, including generous financial sponsorship to support sporting activities.
113. The family atmosphere, positive ethos and the established and effective induction arrangements for pupils help them settle into school life and routines happily and quickly. The playground 'mates' carry out their duties enthusiastically and effectively.

114. The good links with the local secondary school, particularly the well developed transfer arrangements for pupils moving from Y6, are very effective and include bridging tasks which link KS2 and KS3.
115. Topics related to health education are contained within the school's PSE programme and are reinforced by the effective promotion of health related issues. The school is actively involved with the Healthy Schools Programme, which encourages learners to be healthy and promotes their physical and emotional development effectively.
116. School council members and members of the ECO Council are given good opportunities to acquire a valuable understanding of how to take responsibility in the community through a variety of decision-making activities, and to develop their confidence, self-esteem and social skills effectively.
117. The school makes very good use of specialist services when necessary, such as the educational welfare officer (EWO), psychological services, the behaviour support team, medical advisors, the community police officer and the speech therapist.
118. The school expects pupils to attend regularly and punctually and although attendance figures are lower than expected, the system for recording attendance is adequate. Registers are marked promptly at the start of the morning and afternoon sessions. Pupils' attendance, punctuality and behaviour are routinely monitored. Pupils arriving late are challenged regarding their lateness when they arrive at school. Unexplained absences are generally followed up 'on-the-day' and parents are discouraged from taking their children on holiday during school term time. However, the procedures for identifying and dealing with pupils with poor levels of attendance lack rigor and urgency.
119. The school has high expectations of good standards of behaviour and has effective measures for dealing with bullying or inappropriate behaviour. Nearly all parents and pupils do not see bullying as a problem and they have confidence that, should instances arise, these will be dealt with fairly and swiftly. Nearly all pupils adhere to the school rules and support for those who impede their own or the progress of others is effective. The schools' anti-bullying policy is used as a model of good practice by the local consortium of schools. There are good arrangements for dealing with exclusions and reintegrating pupils.
120. Good attendance, punctuality and behaviour are recognised and celebrated during the 'star of the week' assemblies. Pupils look forward to these occasions and display their rewards with great pride.
121. The school has clear, documented arrangements that contribute suitably to pupils' well being when in its care. Risk assessments are undertaken and documented properly.
122. All members of the school staff are trained in emergency first aid. The school's PSE programme contains 'health and safety' related topics, and as a result pupils have a good awareness of health and safety. Good procedures are in place to meet fully the needs of pupils who are unwell or who have suffered an injury whilst in school.

123. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Proper complaint and appeal procedures are in place.
124. Provision for pupils with SEN, including pupils with medical conditions, is good and they make good progress. Parents are informed regularly of pupils' progress and the school involves them appropriately in reviewing provision for their child.
125. The co-ordinator for SEN (the SENCo) maintains relevant records and lists, which are kept securely. She uses data effectively to check pupils' progress and assess their future needs.
126. Relationships with the school psychological service, primary mental health team, behaviour support team and social services are good and these agencies provide helpful advice and support to the school.
127. The SENCo, language support teacher and class teachers work effectively together as a team to provide for the SEN of pupils. The support team are well trained and keep fully up to date with developments. The school encourages the participation of parent helpers in supporting pupils with SEN. The SENCo and language support team train volunteers in assisting with individual pupils and oversee their work.
128. Pupils' targets are agreed and identified clearly on their individual learning plans (IEPs). These are recorded in their workbooks and pupils are clear about what they need to work on next. Pupils requiring language support are withdrawn from class at certain times and work individually or in small groups under specialist guidance. At other times they are supported appropriately in class.
129. Pupils with medical needs and disabilities are well supported and integrated effectively. Learning resources and equipment are adapted in response to individual circumstances when necessary.
130. The school has been particularly successful in addressing the needs of pupils whose behaviour may disrupt their learning or that of others. Several pupils experiencing difficulties sometimes present challenges to teachers. It is not immediately apparent which pupils receive support or have individual behaviour plans as they integrate well. It is clear that these pupils are all making good progress within the caring support of the school.
131. The school has effective gender and racial equality policies and pupils' multi-cultural education is steadily developing. The small number of pupils from minor ethnic groups who attend school are fully integrated and accepted without question.
132. All pupils are treated as individuals and are very frequently encouraged to consider every other person as equal regardless of race, religion, culture or nationality. Teachers are effective in encouraging pupils to report any oppressive incident or inappropriate behaviour promptly.
133. Apart from direct access to the playing field area, the school conforms fully to the requirements of the Disability Discrimination Act (DDA). The accommodation allows ready access for wheelchairs to all parts of the school

and there are designated toilets for disabled pupils and visitors. Any disabled pupils who attend the school are integrated effectively.

134. There is good provision for ensuring the inclusive education of all pupils. The schools' policy clearly identifies the different groups of vulnerable pupils. Diversity is recognised and regularly celebrated, and incorporated in the PSE programme. Pupils' backgrounds, cultures and religions are explored and explained to all.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
136. The clearly understood aims, targets and shared values among staff, parents and pupils are reflected very well in the life and work of the school and provide a good foundation for improvement and promotion of equality for all.
137. The headteacher's leadership and management of the school are good. He provides a very positive, caring leadership and has high aspirations for the school. He is ably supported by the assistant headteacher and the senior management team (SMT).
138. Subject leaders have a wide range of responsibilities. They work well together to create an atmosphere that is positive, industrious and happy in order to ensure that all pupils, regardless of background, are fully included in all aspects of the school's life and work. However, on occasions decisions passed on from a senior level do not result in the required action in good time.
139. The agreed values that exist ensure equal opportunity for everyone and this is well reflected in the school's day to day work.
140. Realistic, and on occasions, challenging targets, set out in the SDP, provide a strategic direction for improving standards and the quality of provision, but variation in standards year on year in KS2 as well as overall standards in music remain a concern for the school.
141. There are good arrangements for identifying individual and whole-school training and development needs of staff, improving standards and the quality of provision in line with targets set out in the SDP.
142. There are effective arrangements to take account of WAG priorities and local partnerships and consortia agreements. The school leadership is taking considerate action to prepare and resource the forthcoming Foundation Phase.
143. The GB has a close involvement in the life of the school. It is well aware of the importance of its role in supporting the well-being of pupils and has a positive input in the strategic planning for the school. It ensures the school's performance management procedures support, develop and improve the professional development of individual staff and headteacher effectively to raise the quality of their professional expertise.

144. The monitoring of the quality of provision by the governors to match the needs of the school is good.
145. The GB ensures important statutory requirements are met. It is well informed about the school's performance and progress through regular reports from the headteacher.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

146. The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report.
147. The inspection team agreed with five of the school's grades for the seven key questions. Where they differed in Key Questions 3 and 6, the team awarded a lower grade compared with the grades given by the school, as overall there were insufficient outstanding features in Key Question 3 and good features outweighed shortcomings in Key Question 6.
148. There is a clear emphasis by the school in maintaining and improving standards. This is evident from the information contained in its first endeavour to collate an adequate self-evaluation report, which provides an overview of the school's values and strengths, as well as areas where improvements need to be made.
149. Arrangements are in place for the self-evaluation report to inform future priorities in the next SDP, to provide an increasingly coherent approach to school evaluation and improvement. Subject leaders evaluate formally the quality of provision and standards in the subjects for which they are responsible, but the process to use this information to implement effective strategies that are likely to bring about the desired improvements lacks rigour.
150. A good feature is that the views of all those involved in providing education are sought and taken into account in the self-evaluation process. Recent formal arrangements to seek the views of learners and parents have begun to inform self-evaluation well. There are strong links with the local community and these make a significant contribution to school developments.
151. Governors make an important contribution to the self-evaluation process. They have a good understanding of their roles and have recently become more actively involved in monitoring standards and the quality of provision. They identify their own training needs and attend a variety of relevant courses.
152. The school ensures that resources allocated are adequate to implement these developments but areas for development are not always identified and prioritised systematically.
153. The school has addressed most of the key issues from the previous inspection report. The quality of teaching has improved to Grade 2. In subjects that were judged to be Grade 3, apart from music where standards remain similar, standards have risen. In design technology at both key stages and in mathematics at KS2, standards are now Grade 2. The standard of behaviour

has improved considerably and the quality of reports to parents has also risen. There is insufficient progress in the quality of assessment and some aspects of music, such as the development of composing and performing.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

154. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
155. Pupils are well supported by a sufficient number of well-qualified and experienced teachers, who have the knowledge and expertise to teach all aspects of the curriculum effectively. The exchange of teachers between classes, for example, for the teaching of physical education in KS2, makes good use of teachers' expertise. Support and peripatetic teachers make a valuable contribution to pupils' learning.
156. Overall, LSAs are deployed effectively by the school to support pupil learning, and the experienced nursery nurse contributes a great deal to the development of the under-fives. However, there is inconsistency in the utilisation of adult help in a minority of the lessons.
157. The school secretaries undertake their duties efficiently and help greatly in the smooth running of the school, as well as providing valuable assistance to the headteacher in monitoring the budget and resources. The caretaker is a vital cog in the school team and he, as well as lunch-time staff, perform their duties diligently and effectively.
158. The school is well equipped with a wide range of resources to support the curriculum in all year groups. The considerable investment in IT resources, including interactive whiteboards in each classroom and a new IT suite, is having a positive impact on standards. The quality of resources is good and teachers make effective and imaginative use of them during lessons. Resources for creative and practical work are good and effective use is made of the environment as a valuable learning tool. Resources for workforce remodelling are deployed effectively.
159. The school is a single storey building, with additional classrooms and an IT suite enhancing learning conditions. Effective use is made of the accommodation, and attractive and informative displays are used purposefully as teaching and learning resources. Good use is made of the playgrounds and the field to promote pupils' physical development, and a number of outside facilities, such as the under-fives' canopy, enhance opportunities for teaching and learning.
160. Staff training is adequate, and is closely linked to identified priorities in the SDP as well as UA priorities and those for personal professional development. The effective way in which the school implements and organises planning, preparation and assessment (PPA) time for teachers ensures that good use is made of teachers' time, expertise and experience. A qualified teacher and a higher learning assistant (HLA) undertake PPA cover, and high standards are maintained.

161. Finances are well managed to achieve good value for money, and resources, including staffing, are under constant review to improve economy and efficiency. Budgeting is closely linked to the school's priorities, and the school budgets systematically for all expenditure. The headteacher and GB take every opportunity to obtain grants and sponsorship, and the success of these endeavours ensures that pupils benefit in a great variety of ways.

Standards achieved in subjects and areas of learning

Under-fives

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

162. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

163. The progress that nursery and reception children make in developing effective listening skills is an outstanding feature. They learn quickly to listen politely when their friends are speaking and without interrupting. Children listen very carefully in a range of situations and with obvious interest to their teachers and to visitors.
164. Most nursery and reception children speak clearly using sentences of increasing length and complexity. They clearly and precisely describe their work to others.
165. Children in both age groups handle books with confidence and interest. They enjoy turning the pages and describing the story, pointing to the pictures and a few words. They appreciate the humour in some of the stories and begin to talk about the activities of the characters. They sequence correctly the events and recall the main points of a story they have heard previously in some detail. Children successfully represent their ideas through role-play or by means of mark making and drawing.
166. Most nursery and reception children begin to develop effective early writing skills. They understand that writing conveys meaning and they use writing materials with growing confidence and control. Many children are enthusiastic early writers and experiment freely in making notes, cards, letters and lists.
167. The majority of reception children know most of the initial letter sounds. A few children also spell simple words correctly without adult help.

168. By the time they leave reception, a few children read competently. Many read an increasing number of words by recognising their shape and attempt new ones by using their knowledge of letter sounds.

Shortcomings

169. There are no important shortcomings.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

170. Children settle quickly into the nursery and engage in purposeful activities that help them to develop good attitudes to learning. They play co-operatively together, share fairly and take turns.
171. Children in both nursery and reception are friendly, polite and helpful and interact very confidently with adults. They co-operate well when engaged in group activities and talk sociably to one another whilst working.
172. Children in both age groups dress and undress for the outdoors or for going home with growing skill. They locate aprons independently for art and craft activities and put them on correctly.
173. Children understand the importance of keeping clean and staying healthy. They explain why hand washing is important and enjoy designing their own flannels and toothbrushes.

Shortcomings

174. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

175. Children in nursery and reception begin to understand that mathematics is part of everyday life when they engage in activities to match, sort, order and count successfully. They also explore capacity, weight, length and time successfully through their play opportunities.
176. Children in nursery and reception quickly recognise repeating patterns and predict accurately what colour comes next. They transfer their new understanding successfully to sorting and arranging their friends and their toys into repeating patterns. Many children recognise number symbols to five and a few recognise larger numbers.
177. Reception children recognise number symbols to ten and a minority recognise numbers to twenty.

178. Most children in reception use positional language appropriately to describe the location of a programmable floor 'turtle' device. They use and apply numbers confidently and accurately to calculate the distance the turtle must move.

Shortcomings

179. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

180. Children in both nursery and reception develop a good understanding of the world around them by exploring the local area surrounding the school, such as the countryside, shops and café. Reception children visit a flower shop and begin to appreciate the beauty of the natural world.
181. Nursery and reception children begin to understand the passing of time when they recall successfully the days of the week, the months of the year and the seasons. They begin to recognise and describe changes over time when they describe the growth of plants in the garden and observe changes in themselves since they were babies.
182. Nursery and reception children develop a clear understanding of the world of work when they welcome visitors such as the police and school nurse, make visits to the local shops and observe the builders constructing a new room at the school. Children use their observations of the work of the builders to construct their own room plans and create a model using recycled materials.
183. Nursery children sort photographs of the seaside, countryside and town well. They recognise and name correctly features of the landscape, such as hills, fields, trees, houses, streets and beach.
184. Reception children know that sails make boats move. A few children recognise Viking boats and pirate ships correctly and they are aware that these boats were made a long time ago. They develop quickly an understanding that some materials float, whilst others sink.
185. With adult help, children in both nursery and reception effectively explore programmable toys and use computer equipment to create artwork, explore music simulations and experience modelling of real life situations.

Shortcomings

186. There are no important shortcomings, but nursery and reception children are not confident in using listening stations independently.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

187. Children in both nursery and reception engage in a variety of outdoor and indoor play activities, which develop their large movements such as running, jumping and throwing, and small movements such as cutting, drawing, painting, writing and picking up small objects.
188. They handle small tools for cutting, gluing and applying glitter in their art and craftwork with skill and precision. They manipulate small and medium-sized construction toys competently and with increasing control.
189. Children climb and crawl adeptly up, over and through the stimulating range of outdoor equipment that they are able to access at any time. They successfully work on large-scale construction projects, for example, constructing shelters.
190. Reception children use pegs skilfully to attach their wet paintings to the drying rack.
191. Reception children effectively develop increasing control of their bodies during early gymnastic work where they learn to make different body shapes, develop good balance, and understand how to use the space around them.

Shortcomings

192. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

193. Nursery and reception children enjoy and achieve good standards in painting, drawing and craftwork. They express themselves creatively through a wide variety of materials in both two and three dimensions. Nursery and reception children select and use a range of materials to create collage, including arranging natural materials, such as dried flowers. Children develop a strong idea of what is beautiful when they visit a flower shop and create vases and boxes to store precious things.
194. Children in the nursery gather information from the world around them, for example, from photographs and use this effectively when preparing a collage of Wales.
195. Children in both nursery and reception enjoy role-play and use this very effectively to make sense of the world.
196. Nursery children imaginatively dramatise the story of Noah and perform this confidently for KS1 pupils. They also re-enact skilfully the story of 'The Giant of Baglan Bay' with adult help.
197. Nursery children listen with growing interest to music from Wales.
198. Reception children construct a boat skilfully with a sail, using recycled materials.

Shortcomings

199. There are no important shortcomings, but nursery and reception children, on occasions, lack confidence in their singing.

Mathematics

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

200. Pupils in KS1 and KS2 demonstrate a good facility with mental mathematics during effective, regular, time related multi-media sessions with the interactive whiteboard.
201. Younger pupils in KS1 have a good grasp of basic number and use appropriate mathematical language. They have a good idea of place value, know number bonds to 10 and recognise odd and even numbers confidently.
202. KS1 pupils write and arrange numbers with increasing accuracy and become proficient through practical activities. For example, they arrange different coins in various ways to create a given amount of money.
203. Pupils in KS1 discriminate clearly between 'lighter' and 'heavier' and estimate, measure and weigh accurately using a range of non-standard units.
204. KS1 pupils identify the months of the year and tell the time accurately on the hour. They are familiar with and understand simple fractions.
205. KS1 pupils have a good recall of the names of common two-dimensional shapes, such as circle, triangle, and hexagon. They are well aware of the properties and differences of these shapes and match them to their descriptions confidently.
206. Pupils in KS2 use the four rules of number with increasing assuredness and employ a good variety of strategies in their mental work on multiplication. They collect a range of data, present it correctly, and make meaningful conclusions on the basis of their work.
207. KS2 pupils locate a position on a grid accurately using horizontal and vertical co-ordinates.
208. As pupils progress through KS2, they extend their mathematical vocabulary aptly, become increasingly precise in estimating measures and quantities and measure correctly in the standard metric units in length, weight and capacity. They recognise more complex two and three-dimensional shapes and explain their properties well.
209. Older KS2 pupils are confident in their understanding of part and whole relationships of known simple fractions. They apply their proficiency with fractions effectively and develop a good understanding and facility with percentages.
210. Pupils in Y6 have a good understanding of ratio and its link to multiplication.
211. Older pupils in KS2 name different types of angles and measure them in degrees accurately.

Shortcomings

212. There are no important shortcomings, but in both key stages, pupils' ability to use and apply mathematics in a wide range of mathematical contexts is limited.

Design technology

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

213. Pupils in KS1 and KS2 produce high quality products in their design and technology lessons. Finished work is attractive and creative as well as fit for purpose. Pupils consider carefully the materials they will use and explore their properties before making a decision as to their effectiveness for the intended purpose. Pupils develop and refine their making skills systematically and use these effectively in their construction work.
214. Younger pupils in KS1 taste a variety of fruit and choose their favourites for a fruit kebab. Pupils design and draw a pattern for their kebab competently. They carefully and accurately follow their pattern, skilfully cutting and threading the pieces of fruit onto a skewer.
215. Older pupils in KS1 make effective links between their work in design and technology and their work in their English lessons. For example, when designing jointed figures, pupils select a drawing from the story of 'Where the Wild Things Are', studied in literacy, to use as a basis for their design and technology project.
216. Pupils in KS1 and KS2 make prototypes to test the effectiveness of their chosen materials or joining methods.
217. Younger pupils in KS2 compare different types of desk tidy available in the shops. They identify the materials from which they are made and discuss the relative merits of each. Pupils make careful drawings of each item, then examine and suggest strengths and weaknesses of the material and design. Pupils design their own desk tidy and collect recycled packaging to utilise in its construction. They make products that are of good quality and evaluate their work constructively.
218. Older pupils in KS2 research the applications of alarms and begin to develop their knowledge of alarm systems. Pupils understand that alarm systems can be created and used to protect property. They use their knowledge of circuits, gained in their science lessons, to consider how a buzzer or alarm could be activated to protect property.
219. At the end of KS2, pupils input procedures accurately into a computer program to create a simple alarm. They introduce a flow chart to activate this alarm at a given signal.

Shortcomings

220. There are no important shortcomings.

History

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

221. KS1 and KS2 pupils use historical terms accurately when discussing their work and display a good understanding of historical investigations. As they progress through the school, they use enquiry skills well to gain access to and interpret evidence from a wide variety of primary and secondary sources.
222. Pupils in KS1 have a good understanding of the passage of time and describe a number of changes in their own lives since babyhood well.
223. KS1 pupils have a good knowledge of their local area and discuss features of life in the area competently, comparing various historical aspects with life today. They also show appropriate knowledge and understanding of aspects of Welsh history, for example, the Welsh princes.
224. In KS1, pupils compare schools today with those of earlier times, and discuss artefacts and photographs of Victorian classrooms knowledgeably. They have a good knowledge of Sir Owen M. Edwards and the 'Welsh Not'. They also understand what life was like in a castle.
225. KS2 pupils' knowledge of time is good and they accurately place the historical periods they have studied on a timeline.
226. Pupils in KS2 increase their interest and understanding of aspects of history greatly through purposeful visits to places of historical interest, such as Llancaiach Fawr and the Rhondda Heritage Park.
227. Older pupils in KS2 discuss life in Tudor times enthusiastically and with good understanding and act out the lives of typical people in those times successfully.
228. KS2 pupils have a good recall of various periods of history they studied previously. They describe effectively events and characters of Celtic and Roman times, and some elements of Tudor, Stuart and Victorian times. For example, they describe a day in the life of a Victorian servant effectively, express strong opinions about a Victorian Sunday, and explain well how the Victorian age was a time of many changes.
229. Pupils in KS2 have a good knowledge of what life would have been like in the Second World War from a visit to 'Winston Churchill's Britain at War Experience'.

Shortcomings

230. There are no important shortcomings, but pupils in both key stages use a limited variety of methods to organise and present their findings from historical enquiry.

Music

KS1: Grade 3: Good features outweigh shortcomings

KS2: Grade 3: Good features outweigh shortcomings

Good features

231. In both KS1 and KS2, pupils sing and recall a variety of appropriate songs in both Welsh and English. They articulate clearly and make a good effort to ensure appropriate intonation.
232. Pupils in KS1 are familiar with a number of musical elements and apply previous knowledge as they discuss these in a variety of contexts.
233. KS1 pupils identify a variety of percussion instruments accurately and a minority explore sounds with musical instruments confidently.
234. A few pupils across the school make good all-round progress in the different elements of music through regular input from the UA music service. They perform effectively and tunefully in school assemblies and have an appropriate knowledge of musical notation. Their efforts contribute significantly to overall standards in music in the school.
235. Younger KS2 pupils' awareness of rhythm is good and they understand that changes in rhythm can add to the excitement of a composition.
236. Older KS2 pupils have a good understanding of how different sounds can change the texture of synthesized music.
237. KS2 pupils explore a range of sound-making sources methodically in groups to create simple compositions that they perform. They make good efforts to take responsibility for individual lines or tone quality within the overall texture of music.
238. Pupils' in KS2 record their compositions appropriately using simple graphic illustrations.

Shortcomings

239. Across KS1 and KS2, there is insufficient progress in pupils' development of composing, performing and appraising.
240. When singing, pupils in KS2 have difficulty in sustaining high notes.

Physical education

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

241. Pupils in KS1 and KS2 describe knowledgably the effect of exercise on the body. They are well aware of the benefit of regular exercise and its contribution to a healthy lifestyle.
242. In their gymnastic activities, younger pupils in KS1 show appropriate awareness of space as they travel in a variety of ways. They use a good range

of body shapes, effective balance and a variety of levels when performing sequences.

243. Older pupils in KS1 perform a seaside dance energetically, responding in a lively way to music. They demonstrate a good awareness of different parts of the body and use various shapes and levels effectively in their dances. They work diligently to practise and refine their movements.
244. In games lessons, younger pupils in KS2 demonstrate good practical skills. For example, they dribble, hit and stop a ball with appropriate control when playing hockey. They have a good understanding of using these skills effectively in the context of invasion games.
245. KS2 pupils demonstrate good batting and fielding skills in their games lessons. They throw, retrieve, bat and bowl effectively and with good control.
246. In dance, older pupils in KS2 use changes of level and speed effectively in response to musical stimuli. They dance well and confidently, with flow and quality in their movement, and demonstrate an excellent sense of rhythm when performing their rain dance.
247. KS2 pupils work well with each other and collaborate effectively with a partner in small groups and in teams to plan, perform and evaluate their work.
248. Pupils in KS2 achieve good standards in swimming. Participation in various sports clubs and competitive games contributes effectively towards raising overall standards by the end of KS2.
249. Residential visits to specialist centres enhance greatly KS2 pupils' development in outdoor activities.
250. Pupils' participation in activities provided by outside agencies, such as the Physical Education and School Sport Project (PESS) and Dragon Sports, has an overall positive impact on standards.

Shortcomings

251. There are no important shortcomings.

School's response to the inspection

The Inspection findings recognise that Pantysgallog is a friendly, inclusive school where all pupils are valued and encouraged to do their best. The school is well led and throughout the school, staff have outstanding relationships with pupils and high expectations of behaviour and learning.

We are pleased that the school has many good features and no important shortcomings and that pupils, including those with SEN and EAL, achieve good standards in knowledge, understanding and skills and reach agreed targets and goals.

The Inspectors noted that Pantysgallog is a school in which nearly all children have a positive attitude to learning and succeed regardless of their social, ethnic or linguistic backgrounds. They also noted as an outstanding feature that the provision of a wide range of extracurricular activities broaden and enrich pupils' experiences significantly and the school's partnership with parents, other schools, specialist services and the community is one of the strengths of the school. They stated that the provision for pupils with SEN, including pupils with medical conditions, is good and that those children make good progress in relation to their abilities.

An action plan will be put in place to address the recommendations in the report. Raising pupils' standards in Music will be one of our priorities. As a school we will strive to develop the role of leaders and managers in monitoring and evaluating and taking action in their areas of responsibility. We will work to ensure that there is consistency in teachers' assessment of learning outcomes and involve pupils more in self-assessment, including reviewing their own progress. Our final target is to improve attendance levels and we will be working with governors and the EWO to improve attendance levels.

Our proposed action plan will be discussed by the governors this term and it will be drawn up to become a working document from September 2008.

The school would like to thank the inspection team for their thoroughness and courtesy throughout the Inspection.

Appendix 1

Basic information about the school

Name of school	Pantysgallog Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Pantysgallog Dowlais Merthyr Tydfil
Postcode	CF48 2AD
Telephone number	01685 722971

Headteacher	Mr Gerald Mahoney
Date of appointment	September 1996
Chair of governors/ Appropriate authority	Mr Tom Lewis
Registered inspector	Mr Phillip Edwards
Dates of inspection	12 – 14 May 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	28	33	26	30	32	20	36	35	240

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	5	10.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:5
Pupil: adult (fte) ratio in nursery classes	14:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26.5
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	86	87	87.8
Autumn 2007	91	89	93.0
Spring 2008	83	86	92.1

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of KS1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					32
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	9	72	19	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	16	56	28	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	9	88	3	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	3	78	19	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	3	72	25	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	3	38	59	
		National	0	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In the school	90.6%	In Wales	80.1%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of KS2:

National Curriculum Assessment KS2 Results 2007				Number of pupils in Y6:							30
			D	A	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	30	60	10	
		National	0	0	0	1	4	16	50	29	
Mathematics	Teacher assessment	School	0	0	0	0	0	23	60	17	
		National	0	0	0	1	3	15	50	30	
Science	Teacher assessment	School	0	0	0	0	0	7	83	10	
		National	0	0	0	0	2	12	53	32	

Percentage of pupils attaining at least level 4 in mathematics, science and English according to teacher assessment

In the school	70%	In Wales	74.1%
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D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present at the school for 10 inspector days, carried out the inspection. They were accompanied by a peer assessor for three days.
- Pre-inspection meetings were held with staff, parents and the GB to discuss the life and work of the school.
- Parents completed 56 questionnaires, which were analysed carefully, and 95% of responses were positive.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Inspectors observed 34 lessons or sessions in total.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading, across the age range.
- Discussions were held with pupils, including the school council, about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the beginnings and ends of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the headteacher, staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendices Key Questions 1, 4 and 5 Contributions to Key Questions 2 and 7 Mathematics and music
Mrs Jan Marsden Team Inspector	Key Question 2 and 6 Contribution to Key Question 4 Under-fives and design technology
Mrs Zohrah Evans Team Inspector	Key Questions 3 and 7 History and physical education
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mr Gerald Mahoney Headteacher / Nominee	Contribution to team meetings Preparation of the school's response to the report
Mrs Eleri Evans Peer Assessor	Contribution to team meetings

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents of Pantysgallog Primary School for their co-operation, hospitality and courtesy throughout the inspection.

Contractor

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